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ABSTRACT

Designed for educational administrators, state-level personnel, program coordinators, teachers, and researchers, this monograph highlights five exemplary vocational programs serving individuals from special populations. Identified through an extensive national search in 1990, each program exemplifies successful practices for secondary and postsecondary students who are teen parents, economically or educationally disadvantaged, dropouts or potential dropouts, or who have some disabilities or limited English proficiency. An introduction discusses the need for this information and provides the framework for identifying exemplary programs. Components of each description include the following: name, location, coordinator, purpose, population served, staffing, financial support, evaluation, individualized instruction, instructional settings, cooperative learning experience, assessment of students' interests and abilities, instructional support services, career guidance and counseling, family involvement and support, notification of vocational opportunities, formalized transition planning, intra- and interagency collaboration, work experience, job placement, and follow-up. The programs are Boulder Valley Schools Teen Parenting Program (Colorado), Employment Orientation and Vocational Education for Special Needs Students (New Jersey), Project CDA: Creating Dropout Alternatives (Idaho), Learning Lab for Technology and Applied Sciences (Florida), and Valencia Community College (Florida). (YLB)

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EXEMPLARY PROGRAMS SERVING SPECIAL POPULATIONS

Volume 1

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EXEMPLARY PROGRAMS SERVING SPECIAL POPULATIONS

Volume 1

by

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INTRODUCTION

Five vocational programs serving individuals from special populations are highlighted in this monograph. Identified by the Technical Assistance for Special Populations Program (TASPP) through an extensive national search in 1990, each program exemplifies successful practices for special populations in vocational education. Populations served by these programs include secondary and postsecondary students who are teen parents, are economically and educationally disadvantaged, are dropouts, or are potential dropouts. Also some students have severe disabilities or have limited-English proficiency. The programs are located in Florida (two), Colorado, Idaho, and New Jersey.

Designed for educational administrators, state level personnel, program coordinators, teachers, and researchers, this monograph was developed to

- disseminate information about exemplary programs,
- provide models which can be adapted by those interested in developing programs, and
- provide specific examples of innovative practices and strategies which other programs can emulate.

Program descriptions included in this monograph were derived from the application information and documentation provided by each program.

Need for Exemplary Program Information

Special needs education professionals and practitioners across the country want information on successful programs. A survey conducted by TASPP in 1990 found that practitioners are especially interested in descriptions of exemplary programs and practices, techniques, and models for implementation (Burac & Maddy-Bernstein, 1990). Between January and May, 1990, twelve percent of all information requests were made by practitioners seeking information on exemplary programs. Moreover, TASPP has received an increasing number of direct requests for information on effective programs and practices. The existing demand for information has been made urgent by vocational program improvement mandates contained in the 1990 Carl D. Perkins Vocational and Applied Technology Education Act. The broad scope and short time frame for program

improvement in the new law will require rapid and widespread dissemination of information on successful programs and practices.

The National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations

Despite a growing demand for information on exemplary practices, few, if any, exemplary program searches have been based on a systematic evaluation of programs for components which characterize successful vocational programs serving special populations. In response to this need, TASPP researchers Wermuth and Phelps (1990) developed a framework to identify and evaluate vocational programs serving special populations. The researchers used a variety of sources including

- a National Center survey of professionals working in the area of vocational education programs serving students with special needs,
- research studies of effective vocational education programs serving learners with special needs,
- studies by state boards of education on best practices,
- literature on effective instruction,
- legislation, and
- textbooks.

The framework consisted of twenty components, grouped into five clusters, characteristic of exemplary programs serving special populations (see Figure 1).

An application and evaluation process, designed around the framework, was developed and pilot tested by TASPP in 1989. The format invited applicants to provide descriptions and documentation for each of the twenty components. The following year, an extensive national search was conducted. Through a self-nomination process, twenty-one applicants from across the country submitted detailed descriptions and supporting evidence of exemplary practices. A national panel of experts in the field of special needs vocational education evaluated and ranked the applications. The five highest ranked programs, located in four states, were selected as exemplary programs.

Figure 1

A Framework for Identifying Vocational Special Needs Programs

FRAMEWORK

Program Administration

- Strong administrative leadership and support
- Sufficient financial support
- Staff development
- Formative program evaluation
- Summative program evaluation

Curriculum and Instruction

- Individualized curriculum modifications
- Integration of vocational and academic curricula
- Appropriate instructional settings
- Cooperative learning experiences

Comprehensive Support Services

- Assessment of individual's vocational interests and abilities
- Instructional support services
- Ongoing career guidance and counseling

Formalized Articulation and Communication

- Family/parent involvement and support
- Notification of both students and parents regarding vocational opportunities
- Vocational educator's involvement in individualized planning
- Formalized transition planning
- Intra- and interagency collaboration

Occupational Experience

- Work experience opportunities
- Job placement service
- Follow-up of graduates and nongraduates

In naming these programs, the TASPP staff was guided by the reviewers' evaluations and ranking of the programs. There was no predetermined number of awards to be made. The following section includes a discussion of the commonalities and significant features in the five programs.

Conclusion

Participants for each of the programs described in this monograph are at risk of economic and/or academic failure. They may be individuals with disabilities or with limited-English proficiency. Some participants are economically and educationally disadvantaged. Others participate in programs designed to eliminate gender bias, yet other individuals may be in correctional institutions. Programs aiming to demonstrate significant improvement on the vocational and academic skills attainment of members of these groups should identify and replicate strategies designed to improve participant outcomes. Among the positive outcomes for these programs are decreased dropout rate, increased number of out-of-school youth going back to school, increased employment rate, increased percentage of participants continuing in postsecondary education, and improved student achievement.

While a number of strategies appear to facilitate positive program outcomes, certain components appear fundamental to the success of the programs described here.

1. *A committed and dedicated leader/administrator*

   In three of the programs, the founding directors are its present directors/ administrators. The programs are highly successful because the founders were able to follow through with the initial objectives of the program and had seen the program through its fulfillment.

2. *Adequate financial support*

   All programs receive funding from sources such as district, state, and/or federal government, and the community, business, or industry. Additional financial support is obtained from grants written by program directors or staff. In a majority of these programs, financial support is directly related to administrative leadership and the staff's diligence in seeking funding. Administrators committed to program goals sought and fought for program funds and encouraged staff to apply for grants. Table 1 shows the funding source in percentages for each of the programs.

Table 1
Program Funding Source

	Federal	State	Local	Business	Other
Boulder					
EOVESNS	5%	61%	32%	--	2%
CDA	9%	90%	1%	--	--
SFCC	--	71%	29%	--	--
VCC	--	46%	--	3%	51%

3. *Strong business/industry/community agencies and school partnership*

Another common thread that ran through these programs is the strong partnership between the school and the community. This partnership is manifested in a variety of ways and is listed in Table 2. Some programs depended upon extensive support from businesses and volunteer services for their daily operation.

Table 2
Kind of Support Provided by the Community to Programs

Kind of Support Provided	School/Program				
	Boulder	EOVESNS	CDA	SFCC	VCC
business equipment	X				X
instructional materials/services		X		X	
cash donations	X				X
internships/ work experience	X	X	X		
mentoring services					X
volunteer services	X	X	X		
referral services	X	X	X	X	X
assessment services	X			X	

4. *A comprehensive student assessment system*

Coordinators of these programs felt that to serve their students better they should know their students' strengths, weaknesses, and interests. Therefore, each program assessed their students before or during entry into the program to determine the student's level of skills and abilities. The results enabled teachers to determine the appropriate curriculum and support services needed by the students. A combination of instruments and number of personnel were used. Camden County uses a team in their assessment process. Boulder's program uses career/guidance counselors with the assistance of school and community-based personnel in conducting the assessment. Santa Fe's program uses in-house personnel to conduct assessment procedures with the aid of assessment and computer-based instruments. Table 3 lists the type of assessment and personnel responsible for conducting assessment by program.

Table 3
Assessment Type and Personnel Responsible

School/Program	Assessment Type	Personnel Responsible
Boulder	pre-entry	staff Fairview counselors Assessment Center counselors
EOVESNS	pre-entry post	Child Study Team (four)
CDA	pre-entry	staff
SFCC	pre-entry	staff SFCC guidance counselors
VCC	pre-entry	staff recruitment committee VCC counselors

5. *Notification of parents and prospective students regarding vocational opportunities*

Program staff actively conducted outreach activities using a multimedia approach. Strategies for reaching parents and prospective students have included conducting presentations in middle and/or secondary schools and community, mass mailings,

radio and movie theater advertisements, newspaper advertisements, and sending out brochures and flyers.

6. *Individualized Education Plan (IEP) for all students*

Four exemplary programs reported developing IEPs for all special needs students admitted into the program. IEPs were developed with input from assessment teams, vocational and academic teachers, and parents.

7. *Work experience*

Four programs implemented work experience activities for their students. Work experience took place in industries and/or simulated work settings within the school. Some work experiences and job training have resulted in job offers for students upon completion of their program. Table 4 summarizes information on work experience offered by the programs and the setting where work experience takes place.

Table 4
Work Experience Offered and Setting

School/Program	Work Experience Offered	Setting
Boulder	Yes	Technical Education Center (school)
EOVESNS	Yes	Industry School
CDA	Yes	School and Collaborating College
SFCC	No	
VCC	Yes	Industry

In addition to possessing components characteristic of exemplary programs, these programs aimed to provide the least restrictive environments to the participants. Thus, the Boulder Valley Schools Teen Parenting Program and the Santa Fe Community College's

Learning Lab is operated under a complete mainstreamed or integrated setting. Camden County's program provided instruction in a full mainstream setting as much as possible. When the disability precluded this kind of setting, participants were offered a combination of mainstream and remedial instruction and, in a few cases, remedial instruction with subsequent mainstream instruction once the participant has shown substantial progress. Valencia's technical curriculum was offered in a dedicated computer laboratory within the college with the students participating in mainstream instruction in other aspects of the curriculum and campus life. Project CDA served students who were not succeeding in the regular classroom, individuals who were out-of-school, and incarcerated/offenders needing education. The object of the program was to prepare them for integration into the regular classroom. Although a majority of instruction was conducted in a separate building, the students participated in mainstream instruction while taking vocational courses in the collaborating junior college and during their work experience in participating community agencies.

EXEMPLARY VOCATIONAL EDUCATION PROGRAMS SERVING STUDENTS WITH SPECIAL NEEDS

This section contains descriptions of five exemplary programs emphasizing each program's strongest components. These programs represent a few of the countless other successful programs serving special populations and are by no means perfect. Each had weaknesses which reviewers have pointed out in their evaluations. However, the strengths and positive outcomes they have achieved for program participants far outweigh their weaknesses. In their efforts to provide the best services for participants, these programs have developed strategies and practices that have worked for their programs. We are confident that the practices described will be helpful to those committed to providing quality vocational programs to special populations.

For those interested in obtaining specific information about each of the programs, please contact the coordinator or director listed under each description. Information about the mechanics of the search and the framework may be obtained from TASPP.

PROGRAM NAME	**BOULDER VALLEY SCHOOLS TEEN PARENTING PROGRAM**
Location	Fairview High School Boulder Valley Public Schools, RE2-J Boulder, Colorado The program is fully integrated into traditional secondary school environment.
Program Coordinator	Gloria Parmerlee-Greiner Boulder Valley Public Schools, RE2-J Fairview High School 1515 Greenbriar Blvd. Boulder, CO 80303 (303) 447-5346
Purpose	• To help "parents too soon" grow to the challenges of child rearing, social, and economic self-sufficiency. • To enhance the school district's dropout/intervention assistance to students. • To expand teen parent opportunities to complete high school and graduate.
Population Served	Pregnant and parenting teens who desire to continue regular secondary/middle school education but are unable to be successful without support services and parenting skills training, their children, and significant others. 359 teen parents served since 1980, seventy percent are either disadvantaged or come from multiracial/ethnic backgrounds. Students stay in the program until they finish high school or reach the age of twenty-one. Those who decide to prepare for a GED may exit the program upon successful completion of GED preparation.
Program Staffing	A vocational teacher who also serves as program director, an instructional aide, 4.5 FTE paraprofessional child care employees, a half-time nurse/practitioner.

Financial Support

Funded primarily by the school district. Boulder Valley community provides grants, cash and noncash donations, and volunteer services.

Expenses include

- salaries and benefits,
- supplies,
- transportation,
- and other expenses.

Program Evaluation

Areas evaluated include instructional programs, facilities, community resources, vocational guidance and counseling activities, student placement and follow-up, and administrative support. Previous evaluations conducted by CCOES have resulted in the *Awards of Excellence* being given to the program in 1986 and in 1988.

An internal evaluation is conducted at the end of each school year to elicit student input and feedback on the program, staff, and academic content.

Evaluation results are shared with students, staff, administrators, and advisory committee members.

Individualized Instruction

Individualized education plan prepared for each student by the program coordinator, high school counselor, and student.

Individualized instruction is conducted during pre-employment training, cooperative and basic skills education, and independent study courses.

Instructional Settings

Mainstreamed/integrated setting.

Students have total access to vocational training at the Technical Education Center, Boulder Valley School District, in the following areas: printing trades, machine trades, health occupations, accounting, office support technology, and cosmetology. The district provides transportation.

Cooperative Learning Experience

Facilitated through the following activities:

- serving as teen advocate,
- participating in program committee and subcommittee meetings,
- joining local and community special interest groups and their advisory committee activities,
- assisting with supervision of program nurseries
- participating in support groups for teen parents, and
- speaking to student and adult groups about being a teen parent.

Assessment of Students' Interests and Abilities

Conducted by certified guidance counselors and teachers.

Students are also assessed at the Assessment Center in Longmont, in the school district, and at the Private Industry Council funded by the Vocational Assessment Center.

Assessment instruments used include

- Comprehensive Career Guidance System,
- Career Occupational Preference System,
- Career Ability Placement Survey, and
- Career Profile and Planning.

Instructional Support Services

- special education services
- academic assistance
- vocational assessment
- instruction in English as a second language
- other instructional support services available to all Fairview High School students

Career Guidance and Counseling

Provided by credentialed staff, high school counselors, and vocational counselors.

Counselors from Boulder County Private Industry Partnership and the Technical Education Center offer counseling services to teen parents in the programs.

Program enhances students' ability to face life outside school through courses on life management skills, cooperative education, basic skills, and pre-employment skills.

Family Involvement and Support

Parents, significant others, spouses, and boyfriends are involved in program operation through serving on advisory committees, fund raising activities, support groups, nursery volunteers, field trips, tutoring, job training and placement, and social activities such as pot luck suppers and a Mother's Day lunch.

Notification of Vocational Opportunities

Strategies to identify potential participants include

- direct recruitment by district and local agency counselors and staff,
- contact through social service agencies and other personnel, and
- program information through brochures and course description booklets.

Formalized Transition Planning

Strategies facilitating student transition from high school to postsecondary education or work have included

- interviews with graduating students are held to discuss taking SAT, applying for grants, scholarships, and financial aids;
- tours of universities and community colleges in the nearby area are conducted to give the students a feel for what it is like to be in a university setting;
- graduates are asked to return and share their educational experiences and how they have made it; and

- professional women, serving as guest speakers and role models, talk of their educational background and how they managed their education, training, career, and family.

Intra- and Interagency Collaboration

Collaborating agencies include social service, nonprofit, and health care agencies, and PIC.

Services provided include child care support services, low cost/no cost health care and counseling for teen parents and their families, screening and related services to infants and children who have been identified as having special needs, intervention strategies for individuals suffering from substance abuse and other family dysfunctions.

Work Experience

Types of work experience available are

- pre-employment training, and
- child care, parenting, and child development training.

Available through the Technical Education Center, Boulder County Private Industries Partnership, and infant and toddler nurseries.

Job Placement

Placement is arranged by job placement personnel, Cooperative Education instructors, and BCPIP representatives.

Part-time, full-time, or summer jobs are provided for students who have completed a fifty-hour pre-employment training program.

Follow-up of Graduates and Nongraduates

Information collected through personal contact and follow-up letters include student's occupational status, educational experiences, and marital and income status. (See p. 37 for outcome information.)

PROGRAM NAME	**EMPLOYMENT ORIENTATION AND VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS**
Location	Camden County Vocational and Technical School Sicklerville, New Jersey
Program Coordinator	John E. Troxell, Director Special Needs Education Camden County Vocational and Technical School 343 Berlin Crosskeys Road Sicklerville, NJ 08081 (609) 767-7000, ext. 301
Purpose	Familiarize students to different careers and train them to be employable and competitive in the job market.
Population Served	During 1989-1990, the program served about seven-hundred students, ages fourteen to twenty-one, who have • educable mental retardation, • neurological impairment, • perceptual impairment, • emotional disturbance, • social maladjustment, • hearing disability, • language disability, and • visual disability. Entering students are recommended by their school district.
Program Staffing	Administrators, vocational teachers, guidance counselors, intake/assessment staff, social workers, job placement coordinator, learning disabilities consultants and teachers, nurse, psychologists, speech therapist, instructional support personnel, instructional aides, and clerical staff.

Financial Support	State of New Jersey—sixty-one percent Camden County—thirty-two percent Federal aid—five percent miscellaneous income—two percent Expenses: Salaries, educational supplies, and equipment
Staff Development	New staff members undergo a three-day multifaceted preservice training. Regular inservice programs include training on instruction theory into practice (Madeleine Hunter strategies) and attendance at seminars and conferences. Professional staff who pursue further education are reimbursed for six college credits annually.
Summative Program Evaluation	School personnel develop annual educational plans dealing with curricula, course/program development and innovation, staff/student development, and facility/plant management. Plans are developed with the participation of community members, staff, district-wide and school-level administrators, department of education personnel, and students. At the end of the year, school personnel review the objectives, summarize action taken, analyze the results, and discuss them with concerned personnel.
Individualized Curriculum Modification	An individualized curriculum for each student is a given in this program. After an intensive vocational assessment is conducted, a Child Study Team (CST), in coordination with the vocational evaluators, parents, students, and teacher, develops an Individualized Education Plan (IEP) for each student admitted into the program. The IEP contains a description of instructional units the student should learn and specific instructions on how best to meet the student's educational needs. To insure that students' needs are being met and in close coordination with CST and the guidance counselor, the vocational teacher formally reviews and provides input to the IEP thrice during the year. Parents and students are apprised of student's progress through four report cards and four mid-marking period progress reports. At the end of each year, vocational and academic

teachers review, provide input on the student's level of achievement, and suggest instructional units for the following year. Plans are finalized during a meeting with the parents and the students.

Instructional Settings

After the assessment process, students are assigned to a mainstream, remedial, or a combination of both programs. Students on remedial programs who make substantial progress participate in mainstream programs. Instructional settings available to all students include

- Twenty-nine mainstream shops,
- nineteen special needs shops in special needs shops in different occupational areas,
- a speech clinic,
- homebound instruction, and
- ESL classes.

Cooperative Learning Experience

- Participation in individual and group tasks.
- Pairing experienced trade students with new students.
- Participation in trade club organizations such as the Vocational Industrial Clubs of America.

Assessment of Vocational and Nongraduates

The assessment process uses a three-week comprehensive vocational evaluation which includes familiarization with job opportunities in several occupational categories. Daily observations of the student's performance and personal characteristics, ability to follow directions, manipulative skills, and work characteristics are evaluated. A summary profile is submitted to CST who uses this and other information from the student's local school district to develop an IEP that includes appropriate shop classes, academic subjects, and related services.

Career Guidance

Three full-time certified guidance counselors provide ongoing counseling on performance, directions and plans, job placement, and/or assistance in higher education. The guidance counselors build on the assessment and plans developed by the CST.

Family Involvement

- Facilitated through orientation talks and tours.
- Individual meetings with the CST to review results of student evaluation, select courses for IEP, and later, to assess progress and plan for following year.
- Open House.
- Parent's Night.

Notification of Parents and Students Regarding Vocational Opportunities

A recruitment coordinator makes general presentations to the staff and students of local sending districts.

- Newspaper advertising.
- Mass mailing of brochures.
- Media advertising on radio and in area movie theatres.
- Workshops and tours of the school regularly held for local CSTs and guidance counselors.

Vocational Educator's Involvement in Individualized Educational Planning

Vocational teachers involvement include

- conducting a pre-entry diagnosis and collecting work samples,
- review and provide input to their student's IEP at least three times a year, and
- offer recommendations for the student's shop placement the following year.

Transition Planning

Strategies to facilitate the transition of the students from school to work or to postsecondary level include

- ongoing monitoring of individual student progress,
- annual review of progress toward employability,
- ongoing career counseling provided by the guidance department,
- provide assistance with training or employment, and
- assist with further education information and other options for postgraduation.

Intra- and Interagency Collaboration

Camden County Vocational and Technical School (CCVTS) divisions cooperate in evaluating students for movement into mainstreamed shops or academic classes, and work with the Cooperative Industrial Education Program (CIEP) coordinator in planning the student's academic load and work experiences.

Community agencies that collaborate with the program include

- school districts that send students to the school and the CST that handles the student's case; and
- the Division of Youth and Family Services, Department of Corrections (probation), the County Welfare Board, and the court system.

Work Experience Opportunities

Provided through a supervised, cooperative employment experience during the student's senior year. The CIEP coordinator locates jobs available in the surrounding area that are related to the student's vocational program. The director of the division, CST, a vocational teacher, and the assistant principal review the applications. Upon approval of the application, the school, employer, family, and student draw an agreement guaranteeing

	salary, working conditions, and procedure for removal if any of the parties are dissatisfied. The student receives both academic credit and a paycheck for the work experience.
Follow-up	Upon graduation, CCVTS conducts a survey of graduates to assess perception of their academic and social experiences at CCVTS. The students are asked to describe practical uses of knowledge gained in their respective areas and rate their job training and participation in the co-op program.
Job Placement Service	Maintained by a CIEP coordinator.

PROGRAM NAME	**PROJECT CDA (CREATING DROPOUT ALTERNATIVES)**
Location	Coeur d'Alene School District 271 Coeur d'Alene, Idaho
Program Coordinator	Roger Hansen, Principal/Program Coordinator Coeur d'Alene School District 271 725 Hazel Avenue Coeur d'Alene, ID 83854 (904) 395-5395
Purpose	To provide alternatives to students dropping out of the regular school system and prepare them to return to a regular high school program. Students work toward meeting the state requirements for a high school diploma through a vocationally-oriented curriculum.
Population Served	Dropouts, Grade nine through twelve students who are highly at risk of dropping out, those who have drug abuse/use problems recommended by a health and welfare agent, and incarcerated/juvenile offenders referred by the judicial system.
Program Staffing	Administrator, guidance counselor, job placement coordinator, regular education teacher, intake/assessment staff, vocational teacher, clerical staff, custodian, and daycare aides.
Financial Support	Mainly state and local district funds. Staff have written and received grants used to improve curriculum or purchase special equipment. Program expenditures include staff salaries, professional development, and material and equipment expenses.
Staff Development	Staff are certified in two or more areas, have advanced degrees, and are vocationally or special needs education certified. Staff (1) undergo inservice programs in the areas of computer applications, classroom

	management, and curriculum design, (2) participate in state, regional, and national workshops and conferences, (3) write guidelines for planning and implementing alternative education programs throughout the state and for conducting curriculum writing workshops for other districts and state personnel.
Formative Program Evaluation	To assess program quality and effectiveness, project staff have used these strategies: student evaluations of staff, teacher annual growth plans, and student and parent evaluations of the program. State and district supervisors also evaluate the staff and program operation on a regular basis.
Summative Evaluations	Year-end evaluations are conducted by the project in accordance with district and state guidelines. Program changes are made as a result of these evaluations.
Integration of Vocational and Academic Curricula	Teachers use integrated materials in Applied Math, Applied Biology, Applied Chemistry, Applied Communication, and Principles of Technology.
Assessment	The career guidance counselor and Chapter I teacher assess all incoming students for their vocational interest, English, and math ability levels. Assessment instruments used include GATBE, Wide Range Achievement Test, Gates-MacGinitie Reading Tests, and the U.S. Department of Labor Interest Check List.
Instructional Support Services	A low student/teacher ratio enables teachers to spend more time helping students do class work and projects. Other support services include a free, fully staffed, state-certified day care center that can handle up to forty children per day; a Chapter I reading program; and free lunch to qualified students.
Career Guidance and Counseling	A full-time counselor provides ongoing career guidance, academic counseling, job placement assistance, and guidance on postsecondary options.

Family Involvement and Support

- Ongoing information letters.
- Family scholarship fund.
- Parent and guardian advisor committees.
- Parent evaluation forms for CDA.
- Parent's Night.
- Parent-teacher conferences.

Transition Planning

The career/guidance counselor and the careers course instructor

- hold a Career Day,
- coordinate meetings between students and representatives of North Idaho College, conduct student tours of the college's vocational program facilities, and
- invite speakers and consultants to talk about different vocations and conduct workshops on job seeking skills.

Intra- and Interagency Collaboration

Outside agencies and services provided to the program include

- Port of Hope—substance or drug abuse awareness classes,
- North Idaho College—pre-apprenticeship training,
- Panhandle Health—health and hygiene services for students,
- Idaho Job Service—pre-employment training workshop and job placement,
- Kootenai Medical Training Site—provides work experience in Health Occupation and Certified Nurses' Assistant Training, and
- Idaho Department of Vocational/ Special Needs—funding, guidance, and ongoing professional development for the staff.

Work Experience Opportunities

On-site experience is available through the

- Child Care Occupations course and day care which serves up to forty pre-schoolers and toddlers everyday,
- Business program—provides office management experience one class period a day in the project office, and
- School Store simulation—students learn small business practices using actual merchandise in the school store.

Community-based experience is provided through the (1) North Idaho College Pre-vocational Program such as classroom work combined with actual job training (90 hours) in the following areas: auto mechanics, heavy equipment operation, construction, carpentry, plumbing, electrical trades, health care (nurse assistant), and teller training, and (2) Kootenai Medical Training Site.

Job Placement

A job placement coordinator arranges job placement for interested students through the North Idaho Job Service office.

Follow-Up of Graduates

Follow-up studies of graduates in 1987 and 1989 were conducted. Data included present employment, monthly salary, benefits, length of enrollment, marital status, postsecondary schooling, military service, and overall experiences at CDA.

PROGRAM NAME	**LEARNING LAB FOR TECHNOLOGY AND APPLIED SCIENCES**
Location	Santa Fe Community College Gainesville, Florida
Program Coordinator	Pat Smittle, Chair Learning Lab/Developmental Education Santa Fe Community College 3000 N.W. 83rd Street Gainesville, FL 32602 (904) 395-5395
Purpose	• To eliminate gaps between students' skills and the expectations of the vocational-technical programs, and • To provide ongoing support during the entire time of enrollment as students progress through increasingly complex technological training and prepare for today's changing workplace.
Population Served	Special needs students requiring development of reading, writing, mathematics, science, critical thinking, study and employment skills, and language and/or cultural adaptation skills. This population may include adolescents and senior citizens coming from various ethnic backgrounds and races, both female and male, with skill levels ranging from grade-level equivalent of 3.0 to college level.
Program Staffing	Administrator, instructional aides, intake/ assessment staff, instructional support personnel, and clerical staff.
Financial Support	Funding comes from Carl Perkins Act grants, Santa Fe Community College Strategic Plan, staff and faculty development grants, and the general budget of the college. Expenditures include salaries, equipment, materials, and staff training. The college provides facilities, administrative and clerical support.

Staff Development

Part-time employees receive inservice training on specific topics such as computer network utilization and techniques for teaching the limited-English proficient.

Full-time staff continue their development through professional conferences and on-campus workshops.

Lab staff have conducted preservice training sessions and inservice workshops on computer network utilization and other instructional programs for educators in the Gainesville area.

Program Evaluation

Results of the Test of Adult Basic Education (TABE) pre- and posttests and gains report prepared each semester provide evidence of student progress. In addition, instructors regularly administer teacher-prepared and commercial tests and evaluate performance.

Staff evaluate program effectiveness through use of questionnaires, student conferences, and lab utilization reports. Each semester students complete program evaluations. Results of this evaluation have led program staff to make adjustments in texts, course offerings, and learning environment. Student conferences are used as a source of feedback. Based observations during these conferences, the staff have revised evening lab hours. Lab utilization reports are submitted by staff to the chair of the Learning Lab who reviews them and makes recommendations for changes in program operation.

Summative Program Evaluation

The Florida Division of Vocational, Adult, and Community Education (DVACE) directs program evaluation. In 1988, DVACE made on-site evaluations and monitoring, checked the extent to which funded project objectives were met, determined whether funds were expended for their intended purposes, and ascertained whether program assurances were met.

Individualized Curriculum Modifications

Intake interviews and TABE results are used to establish students' skill levels and provide diagnostic information. Results are used to plan student's individualized programs of study, including independent study courses and intensive tutoring. Tutoring is provided students who have specific needs.

Language minority students follow a daily schedule of small-group and individual instruction, and reading development activities. They work independently with audio and video, computer-assisted, or textual materials related to their particular vocational or linguistic goals.

Integration of Vocational and Academic Curricula

The lab uses reading, math, and language instructional materials that integrate to vocational content. Other materials available for student's use include vocationally-specific and computer-assisted developed by staff.

Appropriate Instructional Settings

A diverse group of instructional materials students is served through

- an individualized curriculum,
- collaboration with college programs that provide support essential for students' success in their vocational programs, and
- development of specific programs for specific student needs.

In the Advanced Vocational Recruit and Assistance for minority students, the lab provided intensive basic skills instruction to aid students in their transition from high school to postsecondary education. Minority students in the Allied Health Special Project receive reading and math lessons in the lab while taking introductory health-related science concepts through the Allied Health program of the college.

Assessment of Vocational Interests and Abilities

The lab conducts an assessment of the interests and abilities of all students admitted into the program. Other vocational programs such as the nursing program also request the services of the lab to administer tests for their students (e.g., critical thinking and diagnostic science tests). The program also provides JTPA youth competencies basic skills and pre-employment assessments. Additional vocational, interest, and ability assessments are available in the Work Exploration Center and the Student Development Offices of the college.

Career Guidance and Counseling

Ongoing career counseling and guidance is provided by the Lab and the following college offices: Work Exploration Center, Student Development Office, Academic Advisement, Student Services, College Prep Advisor, and the International Student Office.

Notification of Prospective Students and Parents Regarding Vocational Opportunities

- Through a video program.
- Campus tours.
- Brochures.
- Posters.
- Through Gainesville Information and Referral Service.

Follow-Up of Graduates and Nongraduates

Official follow-up data for students from all programs is collected by the Office of Human Resources and Planning of the college. The Learning Lab collects follow-up data each term from students who use vocational support services. Feedback on aspects of the training and data on current employment and educational demands in the field are collected from former participants through telephone, letter, and personal contact.

PROGRAM NAME	**VALENCIA COMMUNITY COLLEGE**
Location	Computer Programmer Training for the Disabled Orlando, Florida
Program Coordinator	Deborah Clark, Program Manager Valencia Community College P.O. Box 3028, MC 3-12 Orlando, FL 32802 (407) 299-5000, ext. 2222
Purpose	To prepare severely disabled individuals for careers as computer programmers.
Population Served	Students with severe disabilities.
Program Staffing	Administrators, vocational teachers, job placement coordinator, clerical staff, and classroom aide.
Financial Support	Funding comes from tuition paid by the referring agency and grant funds from the State of Florida and the JTPA. Expenses include educational materials (e.g., textbooks, software, and computer storage and mainframe time) and salaries.
Staff Development	Inservice activities include attendance in conferences, and courses on RPGIII training, proofreading, and supervision. The project manager has presented in conferences, including the Association for Rehabilitation Programs in Data Processing and the National Conference for the Committee for Employment of People with Disabilities.
Formative Evaluation	Students' competencies are measured through weekly tests, lab assignments, completed computer programs, and oral examinations conducted by the Business Advisory Committee (BAC) in December, March, and May of each school year. These evaluations are shared with the sponsoring (or referral) agencies and the BAC evaluation and curriculum committee. The students receive the results in a goal-setting session.

Summative Evaluation

At the end of a two-month internship, students are evaluated using an intern performance analysis. This form provides an appraisal of various aspects of the intern's performance and job-related skills and expectations.

Individualized Curriculum Modifications

Because of the diversity of the disabilities, an individualized curriculum is inherent in the program. For example, students who are blind use textbooks and lecture materials in Braille and tape and students who are deaf use interpreter services. An instructional assistant, whose main function is one-on-one tutoring during the day and during extended laboratory hours, is also available.

The Curriculum

Nine-month technical curriculum with a professional socialization component and two-month internship.

Technical curriculum

- consists of programming concepts and programming languages such as BASIC, COBOL, and JCL; and
- designed to provide students with knowledge and skills to land a high-paying programming job.

Professional socialization component. These classes are taken with other students in the college.

- Includes grooming and dress, survival skills, stress management, business etiquette, psychology of the workplace, job seeking skills, job retention techniques, and career development and goal setting.
- Designed to orient the students to the working world.

Two-month internship training with a participating business or company. Students apply the knowledge and skills they have learned during the previous months in actual work situations.

Appropriate Instructional Settings

The program serves individuals who have severe disabilities such as a physical impairment, orthopedic limitation, or chronic ailment. During instruction in the technical curriculum, the students use a dedicated computer laboratory set-up in a business-like environment and available to them eight hours a day.

Students in this program join regular students during the professional socialization and internship training components of the curriculum.

Cooperative Learning Experiences

Peer tutoring is an integral part of the CPTD program. Because the students are together for nine months, they build strong bonds and are therefore ready to help one another. Students participate in class committee work, which enhances their cooperative learning experiences. They actively participate in other aspects of student life as in student government and various student club activities.

Assessment of Vocational Interest and Abilities

Pre-entry assessment consists of a series of interviews and administering the Computer Programmer Aptitude Battery (CPAB). The interviews are conducted by a staff member and a member of the recruitment committee. Recruitment committee members consist of technical and human resource individuals in the data processing field. CPAB consists of tests measuring verbal meaning, reasoning, abstract reasoning ability, number ability, and diagramming.

Instructional Support

An instructional assistant provides one-on-one tutorial assistance to the students and helps students complete lab assignments.

A mentor program is also being implemented by BAC whereby a student is paired with a BAC advisor/mentor. The student can call on the mentor for guidance or advice during the eleven month program.

Ongoing Career Guidance and Counseling

The staff maintains an open-door policy that allows students to come and see them anytime during the program for problems or direction. The college's career counseling center is also available to the students and they are encouraged to use this center's services throughout the year.

Formalized Transition Planning

The business environment approach used in the classroom enables the students to have a feel for the workplace—the instructor serves not only as an educator but as a work supervisor, monthly evaluations use a performance appraisal format, and formal evaluations are set up in a job interview format—thereby facilitating the students' transition into the workplace. A two-month internship training further orients the students to their future role as working persons.

Intra-and Interagency Collaboration

Valencia Community College contributes facilities including classrooms, utilities, local and long-distance telephone service, accounting services, testing, career counseling, and auxiliary services to the program. The campus has conveniences such as reserved parking, paved wheelchair paths, automatic doors, and ramps to facilitate movement for students with disabilities. Other services are provided by the CPTD Handicapped Student Services Department.

Collaborating agencies and services provided include

- Office of Vocational Rehabilitation in Florida;
- Private Industry Councils of Central Florida and Seminole Counties;
- Vocational Rehabilitation program—coordinates services to the students and resolves issues that may interfere with their satisfactory progress;
- Center for Independent Living—refers individuals for services, provides independent living evaluation, housing

and transportation and serves on BAC; and

- Business and industry representatives—serve under various committees including curriculum, student selection, evaluation, equipment, internship, placement, and BAC recruitment.

Work Experience Opportunities

Students who complete the first nine months of the CPTD program are placed on-the-job for the final two months of the program. The student is placed in a business environment acquiring experiences on all aspects of the work situation—programming activities, structured walk-throughs, professional development, and activities. During this period, the student is expected to function as a regularly hired entry-level programmer in the company.

Job Placement Services

Because of the close involvement of the business community into the program, the students have no problems getting hired upon graduation. Since its inception, the program has *placed ninety-nine percent* of its graduates. The *retention rate* for graduates has been in excess of *eighty-five percent*. When an internship does not lead to employment, the student works with the program staff and advisory committee after graduation until a position is obtained.

Follow-Up of Graduates

Two postplacement surveys have been sent to the employing companies and graduates by the curriculum committee. The surveys serve a dual purpose: (1) to track the alumni and (2) to determine if the competency level of the program is meeting the needs of the data processing community.

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BOULDER VALLEY SCHOOLS TEEN PARENTING PROGRAM

Boulder Valley Public Schools, Boulder, Colorado

Purpose

- to help "parents too soon" grow to the challenges of child rearing, social, and economic self-sufficiency
- to expand opportunities for teen parents to participate in vocational education and acquire gainful employment
- to expand teen parent opportunities to complete high school and graduate

Population Served

pregnant and parenting teens who desire to continue a regular secondary education or middle school program, but are unable to be successful without special support and parenting skills training

Key Components and Services

- program provides childcare to parenting teens within the school setting.
- program is located in a mainstreamed setting. Students may concurrently enroll in courses in the Teen Parenting Program and take vocational training at the Technical Education Center (TEC).
- leadership in the program is provided by the Founding Director and Home Economics Instructor, and the school district's Executive Director of Adult, Vocational, and Community Education.
- operating funds come from school district, Perkins funds, private grants, donations, and individual contributions.
- program assessment is completed as directed by the Colorado Community College and Occupational Education system. Students provide input in the program annually through questionnaires which ask for feedback and suggestions regarding staff, facilities, services, and their educational experiences.
- an IEP is developed for each student. This is enhanced by independent study courses, and courses on pre-employment training, basic skills, and Coop Education.
- cooperative learning experience is available through participating in various advisory committees and special interest and support groups, and by providing outreach and advocacy services to other teens and students in the elementary level.
- strong support is provided by community groups and agencies in the form of donations in cash, kind, and services. Volunteers provide a highly significant number of hours of service to the program.
- follow-up of graduates is maintained through personal contact and follow-up letters.
- pre-employment training and job placement is available through coordination with private industries and the TEC.
- program operation is guided by a citizen's advisory committee.

Outcomes

	1987-1988	1988-1989	1989-1990
Number of students served	64	65	71
Graduate	4	7	14
Continuing	26	32	28
Pursuing GED	3	–	–
Returned to home school or teacher education center	5	5	3
Moved out of school district	14	13	15
Enrolled in comprehensive program	–	1	2
Dropped out	12	7	9

EMPLOYMENT ORIENTATION AND VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS

Camden County Vocational Education, Sicklerville, New Jersey

Purpose	Population Served	Key Components and Services
• to expose students to career choices and train them to be employable and competitive in the job market	students in the secondary level who have disabilities except Trainable Mental Retardation	• sufficient state and county financial support • annual educational plans dealing with all facets of the school and programs • individualized curriculum modification undertaken by a Child Study Team whose members include a school psychologist, a guidance counselor, a learning consultant, and a social worker • cooperative learning experiences offered through individual and group tasks, pairing of students, and trade club participations • a three-week comprehensive pre-entry vocational evaluation that involves exposure to a variety of jobs in several occupational categories • three full-time counselors provide ongoing counseling and guidance • parental involvement in child's education encouraged through orientation talks, IEP development, Open House, and Parent's Night • prospective clients are notified of vocational opportunities through general presentations, newspaper advertising, mass mailings of brochures, media advertising, and area movie theatres • vocational educators participate in pre-entry diagnosis, review students' IEPs, and offer recommendations for placement • transition planning strategies include annual employability assessment, ongoing career counseling, coordination with outside agencies for students' on-the-job training and/or employment, and coordination with postsecondary institution representatives for educational options • work experience provided through cooperative work program, work study, and student volunteer program • follow-up survey of graduates conducted annually

Outcomes

	1987	1988	1989
Number of graduates	125	123	119
Number of graduates in training related jobs	65	62	71
Number of graduates in nontraining related jobs	34	17	22
Number of graduates employed	8	9	9
Number of graduates in military training	4	8	1
Number of graduates in additional education/training	8	6	7
Number of graduates with unknown studies	6	21	9

PROJECT CDA (CREATING DROPOUT ALTERNATIVES)

Coeur d'Alene School District 271, Coeur d'Alene, Idaho

Purpose	Population Served	Key Components and Services
• to provide alternatives to students dropping out of the regular school	ninth- through twelfth-grade students in the school district who are at risk of dropping out; juvenile offenders	• funding from the state and local district supplemented by grants applied for by project staff • teacher annual growth plans, and student and parent evaluations of the program • use of integrated vocational and academic education materials • cooperative learning experience encouraged through participation in vocational student organizations and peer tutoring • assessment of vocational interest, English, reading, and math ability made upon entry • full-time career guidance counselor available for ongoing career guidance • support and services provided by school district to students with a learning disability • a reading program offered through Chapter 1 • on-site and community-based work experience offered to the students • biannual follow-up of graduates conducted by staff

Outcomes

	1987	1988	1989
Number of completors	42	44	60
Number of completors employed	37	39	data not available at time of application
Number of completors in training related jobs	7	4	data not available at time of application
Number of completors in further education/training	5	11	data not available at time of application

OTHER OUTCOMES: Of 193 graduates surveyed in 1989, seventy-five percent (145) were employed with an in-state average salary of $1,243.10/month. Of 159 graduates surveyed in 1987, sixty-two percent (99) were employed with an average salary of $890.51/month.

LEARNING LAB FOR TECHNOLOGY AND APPLIED SCIENCES

Santa Fe Community College, Gainesville, Florida

Purpose	Population Served	Key Components and Services
• to address the needs of academically underprepared students in vocational-technical classes • to eliminate gaps between student's skills and the expectations of the vocational-technical programs • to provide ongoing support and services to the students while pursuing their programs of study	postsecondary students who are educationally disadvantaged and who have disabilities, dislocated workers, nontraditional enrollees, single and teen parents, LEP/ immigrants, minorities, and youth served by the JTPA	• financial support from Perkins funds, SFCC grants, and in-kind support from SFCC • special needs of the students are accommodated through individualized programs of study, independent study courses, and intensive tutoring • materials used contain integrated vocational and academic education concepts including vocationally specific Computer-Assisted Instruction materials • fully equipped laboratory/learning facilities, including computers with customized programs for individual instruction • pre-entry assessment includes TABE, competency skills test, basic skills test, and pre-employment assessment • ongoing career guidance and counseling is provided through SFCC offices such as Work Exploration Center, Student Development Center, and Student Services

Outcomes

	1987	1988	1989
Number of students served who graduated or obtained further education after participating in lab services	432	699	936

OTHER OUTCOMES: Students served in the program attained eighty percent mastery in progress tests in basic skills needed to succeed in their coursework and program.

COMPUTER PROGRAMMER TRAINING FOR THE DISABLED

Valencia Community College, Orlando, Florida

Purpose	Population Served	Key Components and Services
• to prepare individuals with severe disabilities for careers as computer programming professionals	individuals with severe disabilities (e.g., physical impairment, orthodpedic limitation, chronic ailment)	• individualized curriculum developed in close coordination with business and industry representatives • nine-month technical curriculum includes professional socialization component—topics designed to acquaint and acclimate the students to the norm of the workplace • students undergo a two-month on-the-job training/internship after intensive nine-month classroom work • program culminates in job placement; a student unsuccessfully placed after internship stays with the program until placement is found • multimedia instructional materials provided to students (e.g., Braille, tape) • support services provided include interpreter services and one-on-one tutoring by a full-time instructional assistant • instruction is conducted in a self-contained setting set up in a business-like environment with each student in his/her own computer station; students avail of all facilities and services available to mainstream students • strong interagency and business-industry collaboration; representatives of the private sector serve in various committees of the program including curriculum, student selection, evaluation, equipment, and internship placement • cooperative learning experiences encouraged through peer tutoring and involvement in committees such as Newsletter, Public Relations, Hospitality, and Audio Visual Committees

Outcomes

	1987-1988	1988-1989	1989-1990
Number of program completors	13	8	10
Number of program completors employed	13	8	9
Number of program completors in training-related jobs	12	8	9

OTHER OUTCOMES: Job placement rate of graduates—ninety-nine percent. Job retention rate—eighty-five percent.